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Change Making: Canceled Experience Guide

Description:

We know you are disappointed that your journey outside of the building was canceled. But we are excited to share this time together! Today, we will dive into persuasive writing. What is persuasive writing? Persuasive writing is a text in which the author tries to convince the reader of their point of view. Unlike academic papers and other formal writing, persuasive writing tries to appeal to emotion alongside factual evidence and data to support its claims. In order to be strong persuasive writers, we will also explore our values. Values shape you into your authentic self and give you a sense of purpose and meaning, driving your personality, goal setting, and how you lead your life. Better understanding your values will help you to choose what is important to you and how to persuade others to feel the same, creating change.

The Flow of the Day:

Estimated Times

45 minutes	PreReflection
30 minutes	Community Connector
10 minutes	Break
30 minutes	Watch and Reflect
30 minutes	Activity
60 minutes	Break for Lunch
60 minutes	Design/Create
15 minutes	Reflect
15 minutes	Break
20 minutes	Feedback
40 minutes	Design/Create/Share
15 minutes	Final Reflection

Important Notes

- ☐ All that is necessary for this indoor experience is paper, writing utensils, and the capacity for sharing video. Optional supplies include colored pencils, crayons, and/or markers.
- ☐ You may prefer to print materials in preparation for your time today. These items are listed below:
  - ☐ Values Worksheet
  - ☐ Creative Writing Prompts

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Slides

Change Making: Canceled Experience Slides

PreReflection | Experience | Reflection

PreReflection

Processing, Flexibility, Predictability, Disappointment, and Possibility

Timing:
45 Minutes

Resources/Materials

- Opening and Closing prompt on display
- Paper
- Writing Utensils
- Video
- Optional: Colored Pencils, Crayons, Markers

Special Notes: All that is necessary for this indoor experience is paper, writing utensils, and the capacity for sharing video. Optional supplies include colored pencils, crayons, and/or markers.

Think 10 min - Give students time to answer these **opening prompt** questions:

- How do you feel about your outside journey being canceled?
- What is one thing that you were excited about doing on your outside journey?
- What is one good thing that may come out of staying at school today?
- What are you looking forward to in Embarc?

Pair 10 min - Split students into pairs and guide them in sharing their answers with each other. Remind students to be ready to share what their partner answered.

Share 10 min - Rotate through each set of partners. Ask each student to introduce their partner and share one thing that surprised them or that they agreed with.

Set an Intention with Students - "Thank you for sharing your disappointment about the cancellation as well as your hope and curiosity about Embarc and today's activity. Let's shift gears and reframe today as a surprise and unexpected opportunity to get to know eachother better inside of our school."

Experience Introduction 5 min
Today, we will dive into persuasive writing. What is persuasive writing? Persuasive writing is a text in which the author tries to convince the reader of their point of view. Unlike academic papers and other formal writing, persuasive writing tries to appeal to emotion alongside factual evidence and data to support

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	its claims. In order to be strong persuasive writers, we will also explore our values. Values shape you into your authentic self and give you a sense of purpose and meaning, driving your personality, goal setting, and how you lead your life. Better understanding your values will help you to choose what is important to you and how to persuade others to feel the same, creating change. **Closing Reflection 5 min -** Have students respond in writing to the closing reflection: • Now that you know the topic we are exploring today, write down two questions you have about the topic or experience.

Experience

During the Experience

- ☐ Make this day your own. You know your students better than anyone.
- ☐ Take attendance / Count total number of students.
- ☐ When in doubt, prioritize reflection and student interaction.

Experience Agenda

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30 minutes Community Connector + Reflect
Core Values

- Tell students "the main benefit of knowing your values is that you will gain tremendous clarity and focus, but ultimately you must use that newfound clarity to make consistent decisions and take committed action. So the whole point of discovering your values is to improve the results you get in those areas that are truly most important to you. Values are priorities that tell you how to spend your time, right here, right now."
- Hand out a Values Worksheet to each student. Explain to the students that for the purpose of this activity, they are only allowed to live by 5 values. Have them pretend that once they select their values they cannot change them, so to be sure they have selected the right ones. On the worksheet, they are to write 5 values, define them, and then explain why the value is important to them.
- When students are done, have them find a student in the room with at least one matching values. Pairs should share their "why" with each other. Ask that students rotate through, finding a few peers to share with.
- **STOP** and **REFLECT**: After the students rotate through to connect with a few peers, say "Embarc, On" and have the whole group circle up and ask the following questions:
    - What is something that surprised you while talking to others in the room?
    - How did it feel only choosing five values?
    - Who did you connect with the most and why?
    - What is something you learned about yourself from this activity?

10 minutes Break

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30 minutes Activity
Pass It On - Creative Writing Warmup

- Explain to students that they now have the opportunity to play a game that will allow them to dip their toes into creative writing and get their creative juices flowing. Instruct each student to take out a piece of paper and something to write with.
- Each student will have two minutes to start writing a story. This story can be about anything! Some students might benefit from some time to explore prompts to get their creative juices flowing.
    - Creative Writing Prompts
- After two minutes of writing, each student will pass their paper to the next person (front, back, left, or right – your choice!). Once the papers have passed, students will have one minute to read the beginning of the story. They will then have one minute to add on to the new story they have received.
- Repeat this process as many times as you want!
- After 5-6 rounds, allow students to read out the creative story that has formed!

60 minutes Break for Lunch
Lunch will be delivered to your school

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60 minutes Design/Create – Group Persuasive Writing

- Tell students that persuasion is also part of creative writing; creative writing is meant to captivate, inspire, and sometimes even teach — and being able to connect effectively with your audience depends on your ability to identify what truly moves them.
- To warm up to persuasive writing, we will complete a quick partner activity.
    - Choose a card from the stack. If you cannot print the cards, post to google classroom for students to explore!
    - You will have one minute to brainstorm at least three different points that you will use to persuade your partner.
    - Each partner will take turns persuading the other. Then, the partner who was listening will give feedback.
- Next, in groups of 3-4, students will work together to brainstorm something that should change in their school community or the community at large. Remind students to think about their values from this morning – what do you value? What is important to you? Together, the group will come up with a 3-4 paragraph piece of writing that convinces others of why this change is necessary. Just like the last activity, students will need to go into detail about their reasoning.

15 minutes Reflect - Think, Pair, Share

- What was challenging about the persuasive writing activity?
- What was the benefit of collaborating with others during this activity?

15 minutes Break

20 minutes Feedback

- Have students trade their persuasive writing piece with another group. Give each group time to read the piece of writing. After reading through, students should provide feedback:
    - Which point was the best and why?
    - Which point was the least persuasive and why?
    - What other points could they have made?
- Students should return the feedback and original piece of writing to the appropriate group. Give groups time to reflect + make changes.

40 minutes Design/Create/Share

- After groups have had time to reflect on the feedback provided by their peers, it's time to get creative!
- Explain to groups that they will now create a poster to reflect their persuasive writing piece. Tell them that an effective persuasive poster should have an eye-catching design. The design should be visually appealing and draw the viewer's attention. The use of bold colors, striking images, and clear font can all help to make a poster stand out. A persuasive poster should also be targeted to a specific audience.
- Give students the option to create their posters on regular printer paper or on

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their computers.
- Allow each group to present their poster to the class!

Shout-Outs/Take-Backs
- Have students circle up so that they are all facing each other
- Take turns sharing shout-outs and take-backs
- Challenge and model for students to be specific in their responses
- Shout-Out: expression of gratitude for a classmate/adult who helped you today.
- Take Back: something you learned that you want to take back with you

15 minutes Share + Final Reflection
See reflection prompts on the following page.

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Throughout the Experience	Making Meaning with Teachable Moments:
	STOP and **REFLECT**: *during/after an activity* • What are we doing well? • What can we improve on? • How are we going to move forward in this activity/or in the next activity?
	Making Meaning with Final Reflections:
	Change it up • **Modify how you have students reflect:** Individual/Pairs/Groups **Reflection Ideas:** • Reflection Toolkit
	Other Information:
	• Take pictures of your students throughout experience and share with school

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Final Reflection

Opening

Timing:
8-10 Minutes

Resources/Materials:
- Opening prompts on display

Opening Prompts:
- What is your big takeaway from the experience?
- What lesson or idea do you want to take with you into your life?
- What will you remember about this experience years from now?

Activity

Core Vales:
- ❑ Drive
- ❑ Courage
- ❑ Curiosity
- ❑ Leadership
- ★ Collaboration
- ❑ Change Agency

Timing:
30-35 minutes

Part 1: Group Reflect
- Share-out a few of the students' highlights from the experience.
- Revisit reflection questions from the day:
  - What did we do well?
  - What could we have improved on?
  - How was the experience related to real life?
  - How do you plan to use lessons from the experience in your own life?
- Mix It Up!
  - Sentence Starters for Reflection
  - Pen, Pencil, Eraser
  - Check out our Reflection/Community Toolkit for more!

Part 2: Personal Practice
- Prompt students to apply their reflection to their daily practices. Have students draw a four-square chart that looks like this:

Are there any actions or skills from today that I want to put into my daily routine? •	What resources, people, and support do I need to make this happen? •
What might get in my way? •	How would my daily life look different if I put these actions into my daily routine? •

Part 3 - Compile daily practice ideas from students on chart paper or a

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	jamboard.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection** • 3 Things you learned: on the experience, about yourself, about your classmates • 2 People you want to share your learning with • 1 Personal goal you want to achieve before we attend our next experience

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